

Lemira Elementary

952 Fulton Street
Sumter, South Carolina 29153

Grades	PK-5 Elementary School	
Enrollment	576 Students	
Principal	Delcia Harper-Baxter	803-775-0658
Superintendent	Zona W. Jefferson, Ph.D.	803-469-8536
Board Chair	Ms. Jo R. White	803-773-7663

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	7	15	58	36

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 13 out of 15 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Average	Average	No
2004	Average	Unsatisfactory	Yes
2005	Below Average	Unsatisfactory	No
2006	Below Average	Below Average	No

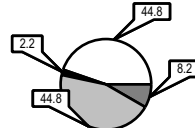
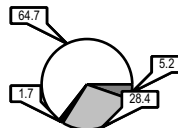
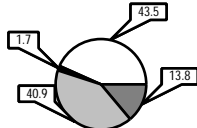
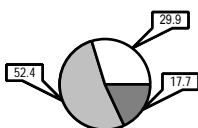
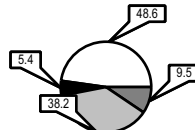
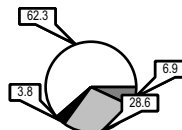
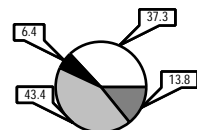
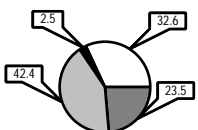
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

94.3%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	259	95.0	29.1	52.7	18.2	0.0	31.4	Yes	Yes
Gender									
Male	132	92.4	36.9	45.9	17.1	0.0	26.1	N/A	N/A
Female	127	97.6	21.1	59.6	19.3	0.0	36.7	N/A	N/A
Racial/Ethnic Group									
White	20	100.0	31.3	56.3	12.5	0.0	43.8	I/S	I/S
African American	233	94.4	28.3	52.5	19.2	0.0	30.8	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	214	99.5	20.8	58.3	20.8	0.0	35.9	N/A	N/A
Disabled	45	73.3	85.7	14.3	0.0	0.0	0.0	I/S	No
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	259	95.0	29.1	52.7	18.2	0.0	31.4	N/A	N/A
English Proficiency									
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	256	94.9	29.0	52.5	18.4	0.0	31.3	N/A	N/A
Socio-Economic Status									
Subsidized meals	243	95.1	30.3	51.4	18.3	0.0	30.3	Yes	Yes
Full-pay meals	16	93.8	8.3	75.0	16.7	0.0	50.0	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	259	96.1	41.4	42.3	14.4	1.8	28.4	Yes	Yes
Gender									
Male	132	94.7	41.6	41.6	15.0	1.8	28.3	N/A	N/A
Female	127	97.6	41.3	43.1	13.8	1.8	28.4	N/A	N/A
Racial/Ethnic Group									
White	20	100.0	18.8	56.3	25.0	0.0	43.8	I/S	I/S
African American	233	95.7	43.0	41.0	14.0	2.0	26.5	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	214	99.5	34.9	46.4	16.7	2.1	32.8	N/A	N/A
Disabled	45	80.0	83.3	16.7	0.0	0.0	0.0	I/S	No
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	259	96.1	41.4	42.3	14.4	1.8	28.4	N/A	N/A
English Proficiency									
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	256	96.1	41.1	42.5	14.6	1.8	28.3	N/A	N/A
Socio-Economic Status									
Subsidized meals	243	95.9	42.1	42.6	13.9	1.4	28.2	Yes	Yes
Full-pay meals	16	100.0	30.8	38.5	23.1	7.7	30.8	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	258	99.6	64.3	28.7	5.2	1.7	7.0
Gender							
Male	132	99.2	66.4	26.1	5.0	2.5	7.6
Female	126	100.0	62.2	31.5	5.4	0.9	6.3
Racial/Ethnic Group							
White	20	100.0	37.5	43.8	12.5	6.3	18.8
African American	232	99.6	66.8	26.9	4.8	1.4	6.3
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	213	99.5	58.1	33.5	6.3	2.1	8.4
Disabled	45	100.0	94.9	5.1	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	258	99.6	64.3	28.7	5.2	1.7	7.0
English Proficiency							
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	255	99.6	64.3	28.6	5.3	1.8	7.0
Socio-Economic Status							
Subsidized meals	242	99.6	65.4	28.6	5.1	0.9	6.0
Full-pay meals	16	100.0	46.2	30.8	7.7	15.4	23.1

Social Studies							
All Students	258	99.6	44.3	45.2	8.3	2.2	10.4
Gender							
Male	132	99.2	45.4	45.4	7.6	1.7	9.2
Female	126	100.0	43.2	45.0	9.0	2.7	11.7
Racial/Ethnic Group							
White	20	100.0	31.3	50.0	12.5	6.3	18.8
African American	232	99.6	46.2	43.8	8.2	1.9	10.1
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	213	99.5	36.6	50.8	9.9	2.6	12.6
Disabled	45	100.0	82.1	17.9	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	258	99.6	44.3	45.2	8.3	2.2	10.4
English Proficiency							
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	255	99.6	44.5	44.9	8.4	2.2	10.6
Socio-Economic Status							
Subsidized meals	242	99.6	45.2	46.1	7.4	1.4	8.8
Full-pay meals	16	100.0	30.8	30.8	23.1	15.4	38.5

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	79	100.0	18.3	49.3	32.4	0.0	32.4
	4	103	99.0	36.7	47.8	15.6	0.0	15.6
	5	89	100.0	35.8	53.1	11.1	0.0	11.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	92	96.7	27.3	44.2	28.6	0.0	28.6
	4	73	94.5	27.9	52.5	19.7	0.0	19.7
	5	94	93.6	31.7	61.0	7.3	0.0	7.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	79	100.0	26.8	53.5	19.7	0.0	19.7
	4	103	100.0	34.4	51.1	6.7	7.8	14.4
	5	89	100.0	24.7	48.1	16.0	11.1	27.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	92	97.8	48.1	40.3	11.7	0.0	11.7
	4	73	95.9	30.6	53.2	14.5	1.6	16.1
	5	94	94.7	43.4	36.1	16.9	3.6	20.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	79	100.0	46.5	40.8	11.3	1.4	12.7
	4	103	100.0	58.9	30.0	7.8	3.3	11.1
	5	88	100.0	56.3	31.3	6.3	6.3	12.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	92	98.9	59.0	37.2	2.6	1.3	3.8
	4	73	100.0	67.7	23.1	7.7	1.5	9.2
	5	93	100.0	66.7	25.3	5.7	2.3	8.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	79	100.0	32.4	53.5	12.7	1.4	14.1
	4	103	100.0	36.7	51.1	7.8	4.4	12.2
	5	88	100.0	50.0	36.3	7.5	6.3	13.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	92	98.9	33.3	50.0	14.1	2.6	16.7
	4	73	100.0	47.7	44.6	7.7	0.0	7.7
	5	93	100.0	51.7	41.4	3.4	3.4	6.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 576)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	6.5%	Up from 5.7%	4.0%	2.8%
Attendance rate	95.7%	Down from 95.8%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	4.7%	Up from 1.1%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	3.5%	Up from 0.0%	0.0%	0.0%
Eligible for gifted and talented	2.5%	Down from 6.3%	3.6%	10.4%
On academic plans	48.8%	N/AV	48.9%	33.6%
On academic probation	23.0%	N/AV	2.3%	1.0%
With disabilities other than speech	10.0%	Down from 10.6%	7.5%	7.5%
Older than usual for grade	4.8%	Up from 4.5%	1.5%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 51)				
Teachers with advanced degrees	51.0%	Up from 45.7%	52.2%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	7.7%	N/A	5.2%	2.4%
Teachers with emergency or provisional certificates	11.9%	Up from 5.1%	3.0%	0.0%
Teachers returning from previous year	82.7%	Down from 83.5%	83.0%	87.3%
Teacher attendance rate	94.1%	Down from 95.3%	94.5%	94.9%
Average teacher salary	\$40,027	Up 5.4%	\$41,599	\$42,485
Prof. development days/teacher	14.9 days	Up from 11.0 days	15.0 days	13.3 days
School				
Principal's years at school	12.0	Up from 11.0	5.0	4.0
Student-teacher ratio in core subjects	13.6 to 1	Up from 12.2 to 1	16.4 to 1	18.6 to 1
Prime instructional time	88.5%	Down from 89.6%	88.2%	89.7%
Dollars spent per pupil*	\$6,673	Down 0.8%	\$7,927	\$6,557
Percent of expenditures for teacher salaries*	65.0%	Down from 65.9%	59.9%	64.0%
Percent of expenditures for instruction*	72.9%		68.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 91.1%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Good	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	6.2%
Classes in high poverty schools not taught by highly qualified teachers	8.2%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The Journey to Success continued at Lemira Elementary School during the 2005-2006 school year. It was a year full of enthusiasm and challenges as we accepted the task to provide a high quality education for all of our students. Students were engaged in many innovative, creative, and thought provoking experiences through the year.

Leslie Dowling, a third grade teacher, was selected as our teacher of the year. She is a master teacher who inspires and guides her students to academic achievement. Leila Long was awarded the YWCA Women of Achievement Award for Fine Arts, and Paula Braxton was selected to attend the 2006 Science Plus Institute.

Lemira Elementary School had a remarkable school year. We are extremely proud of our service-learning projects. Through several service-learning projects, the school donated a combined total of over \$5,000 to the American Heart Association, Pennies for Patients and the Sumter County Mental Health Association. Our annual Clemson/Carolina Canned Food Drive was a success and we were able to make donations to the Native American Elders Association of South Carolina. Our award-winning Percussion Ensemble continued to perform for state, local, civic and social organizations. We continued our partnership with local colleges and other community organizations.

Lemira is fully accredited by the Southern Association of Colleges and Schools. Developing a community of learners with a literacy-balanced curriculum is important to us. Creating a literacy-enriched environment rich in read alouds, independent reading, writing, and language experiences remains a top priority. Individual student needs in reading and math were addressed in the school-wide flexible groups, based on MAP and other assessments

Our faculty and staff continue to grow professionally through book studies, discussions and professional conferences. All of our paraprofessionals met the highly qualified criteria as stipulated by the No Child Left Behind Act.

Lemira continues to make positive strides in meeting the needs of all its students. We are committed to providing an opportunity for the total child to develop as a productive, competent member of society through challenging learning opportunities.

Delcia Harper-Baxter, Principal
Beverly Davis, Chair of School Improvement Council

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	48	82	46
Percent satisfied with learning environment	97.8%	82.9%	91.1%
Percent satisfied with social and physical environment	97.8%	75.3%	93.3%
Percent satisfied with school-home relations	69.6%	82.9%	83.7%

*Only students at the highest elementary school grade level at this school and their parents were included.